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ABSTRACT

This fourth in a series of ten learning modules on school-community relations is designed to give secondary and postsecondary vocational teachers skills in making decisions concerning the audience to be served, the phase of the vocational program to be featured, the promotional approach to be utilized, and in planning, designing, organizing, and constructing displays that are professional in appearance and effective in purpose. The terminal objective for the module is to prepare displays to promote a vocational program in an actual school situation. Introductory sections relate the competency to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experience include required reading, a self-check quiz, model answers, checklists, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on school-community relations are part of a larger series of 100 performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Each of the field-tested modules focuses on the development of one or more specific professional competencies identified through research as important to vocational teachers. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (JH)

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ED154212

MODULE

G-4

Prepare Displays to Promote Your Vocational Program

MODULE G-4 OF CATEGORY G—SCHOOL-COMMUNITY RELATIONS PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The Center for Vocational Education

The Ohio State University

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FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PBTE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
The Center for Vocational Education

THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AA VIM

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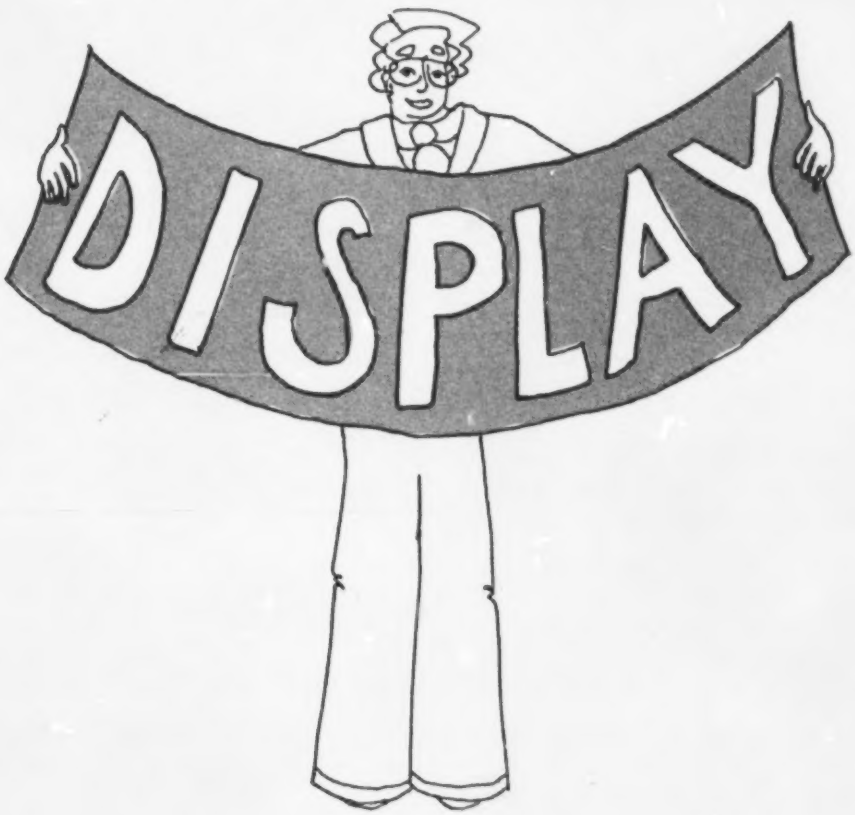
The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

Vocational educatio.. teachers need to gain and maintain support for their programs, and inform the public about what they are doing. In addition, they need to supply the public with current information on timely vocational topics, and assist prospective students in making intelligent choices about their occupational plans. One of the many ways to accomplish these things is by preparing displays to be placed in schools, at local fairs, at shopping centers, or in store windows, etc. The use of displays as a promotional technique can communicate an important message and reach a different kind of audience. In this module, the term "display" is used broadly to denote a variety of presentations, including displays of posters, drawings, and photographs; exhibits of three-dimensional objects and projects; or projected media such as slides—any of which may be mounted in booths, wall spaces, or exhibit areas.

This module focuses on using the display as a medium for **public information** and **program promotion.** This type of promotional display is meant to deliver a message designed to **influence attitudes** and **stimulate action.** A good promotional display does this not solely by using a "selling" approach, but by providing information or a service to its audience. For example, the display might illustrate a new technical process, provide statistical information on the occupational success of the program's trainees, or demonstrate how to maintain the family automobile in order to save fuel. The display can provide a learning experience not only to the general viewer but to students as they participate in its planning and preparation, and/or as they actively staff the display during its showing.

In preparing a promotional display, you will need to make a number of choices, such as the audience to be served, the phase of the vocational program to be featured, and the promotional approach to be utilized. This module is designed to give you skill in making these decisions and in planning, designing, organizing, and constructing displays that are professional in appearance and effective in purpose.



ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, prepare displays designed to promote your vocational program. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 36–38 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the important considerations involved in preparing displays to promote a vocational program (*Learning Experience I*).
2. After completing the required reading, develop a plan for a display to promote a vocational program (*Learning Experience II*).
3. After completing the required reading, construct and install a promotional display (*Learning Experience III*).

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Promotional displays in the community which you can visit and examine.

A teacher experienced in preparing promotional displays with whom you can consult.

Learning Experience II

No outside resources

Learning Experience III

Required

Materials (e.g., display space, construction materials, background materials, fastening devices and tools, letters and/or lettering equipment, construction paper and illustration boards, paints and finishes, cutting tools, lighting equipment) to use in preparing a display.

A resource person to assist you in determining where your display will be installed, and to critique your completed display.

1–3 peers to work with you in preparing the display (required only if you select this alternate activity).

Learning Experience IV

Required

An actual school situation in which you can prepare a display in the school or community to promote your vocational program.

A resource person to assess your competency in preparing displays to promote your vocational program.

This module covers performance element number 242 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

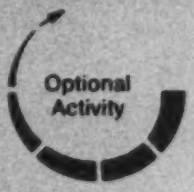
For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

Learning Experience I

OVERVIEW

After completing the required reading, demonstrate knowledge of the important considerations involved in preparing displays to promote a vocational program.

You will be reading the information sheet, Preparing Plans for Promotional Displays, pp. 6–8.



You may wish to visit promotional displays in the community and observe the techniques used to reach and hold the interest of the intended audience.

You may wish to meet with a teacher experienced in preparing promotional displays to discuss his/her use of displays to promote the vocational program.

You will be demonstrating knowledge of the important considerations involved in preparing promotional displays by completing the Self-Check, pp. 9–10.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, pp. 11–12.

Activity

For information about the rationale for, and the factors to be considered in, planning and preparing displays designed to promote a vocational program, read the following information sheet:

PREPARING PLANS FOR PROMOTIONAL DISPLAYS

Vocational teachers are often involved in planning promotional displays. At the request of a school administrator, they may plan a display for the annual Open House. The Parent-Teachers Association may request that they prepare a display for a particular event, or the display may be an annual function of the local vocational association's participation in a youth fair. Many times, vocational teachers will plan displays to furnish program information to prospective students in their own and in neighboring schools. Many student vocational organizations annually plan and construct a display for the county fair, where prizes are usually awarded for the best display. Whatever the purpose of the display, it is basically designed to reach some educational goal—a goal that cannot be reached as effectively with any other medium or approach.

There are many reasons why you, as a vocational teacher, may want to utilize a promotional display. Following are some of the major ones.

- A well-designed display has dramatic impact, with color, pictures, and movement to which people actively respond.
- A display can reach an audience that might otherwise not be available to vocational education—people who don't read much, who don't listen to broadcasts, or who won't show up at meetings.
- A display can present an idea or promote a point of view in a short time. Viewers can learn something of importance in a few minutes, while they might not spend the time to read a booklet or attend a program.
- A display that uses student work, live action, or real objects can impart information and create a change in the viewer's attitudes that simply cannot be produced in any other way.
- The planning and preparation of a display provides a stimulating setting for the involvement of students in cooperative learning. The excitement of the process is wonderfully effective in increasing interest in a club or chapter, giving students the valuable experience of working together toward a common goal, and motivating them to learn more about the topic of the display.

There are also some disadvantages and difficulties inherent in providing displays that you should keep in mind as you plan a display. These are as follows:

- Displays can be expensive to construct and difficult to maintain in good condition.
- Preparing displays is almost always time-consuming for the teacher.
- If the display plan requires that it be staffed by students over a period of days, it can create organization and management problems.
- Competition for attention may be strong. In a shopping area, you are competing against lavish displays done by professionals; at a fair, your display is just one of many; in a school lobby, your audience is distracted by other activities.
- Displays cannot readily handle complex themes, subtle concepts, or quantities of facts and figures.
- Displays require facilities for construction, space for viewing, and space for storing.

Whenever you are considering using a display as a promotional device, you should carefully weigh these advantages and disadvantages. If what you want to say is simple and direct, if you can devise a dramatic way of saying it, if there is a good chance of attracting the people you are trying to reach, and if you can enlist the cooperation you will need to make it an expert-looking job, a display may be the best way to explain and promote your vocational program.

Making the Plan

Once you have decided to prepare a display, your first inclination may be to formulate a tentative plan and then begin to pound away with your hammer. Resist this impulse. Before you begin planning and building the display, you need answers to some basic questions. You will want to be sure you know **why** you are exhibiting, **who** you want to reach, **what** you want to say in the display, and finally, **how** you are going to say it.

If you have been assigned a date and place for the display, and the theme is open, examine the clues that will help shape the display. Write them down. For example, if you are asked to place a display promoting your vocational education program in the entrance hall of the public library in early fall, you can probably assume the following.

- Your viewers will be varied, but they like books and reading.
- Many viewers will be students, or parents of students.
- They will not be rushing by, and will probably have enough time to look at the exhibit.
- They will probably be interested in the benefits of education and in the educational uses to which their taxes are being put.

After obtaining information of this type, a theme for the display will gradually begin to take form. At the same time, the appropriate approach to take will become more apparent.

You may be faced with a situation in which you are sure about the message you want to convey, but you are undecided how best to do it. By thinking analytically about the situation and writing down your conclusions, you can develop an effective plan. If, for example, the enrollment in your program indicates that not enough students are aware of, or interested in, the opportunities in your field and you want to promote interest, you need to identify your target audience and the approach you want to take. You will probably reach some of the following conclusions.

- You want to reach younger students before they have made their final vocational choices.
- You want to inform the students' parents about the program and the employment opportunities in the field.
- Your prospective audience may not be well informed about vocational programs.
- The display will probably be most effective if it is placed where the audience is likely to be thinking about schooling and jobs.
- You want to project an image of the program that is at once realistic and attractive and presents a truly positive picture of future opportunities.

This kind of analysis might lead to the final conclusion that a PTA meeting or junior high school Open House would provide excellent locations for displays. A display panel, a media presentation, an exhibit of student work with students to answer questions, and descriptive literature that the student or parent can take home might be good choices for the format of these promotional displays.

When you make plans for locating your promotional display, you will need to make proper arrangements with the appropriate school authorities and any community people who may be involved. Before these people will give you their approval for proceeding with your plans, they will probably want to know about the proposed display. Be prepared to respond to the following kinds of questions.

- What is the purpose of the display? What is its main theme?
- What will the display look like?
- Where will the display be located, and how long will it be displayed?
- Will the display interfere with the normal activities of the institution, and might it create any hazards?
- What will be the source of the materials to be used, and who will pay for them?

- Who will set up the display, and when?
- What are the plans for staffing the display, providing security, and dismantling it?

It is always advisable to obtain clearance from the school administration before making any commitments for placing a display in the community. Your school administrator wants to know what you are planning to do and how this might affect the school's relations with the community. He/she may even have some suggestions for improving your display.

To avoid misunderstanding and unpleasantness, it is important for everyone concerned to have a clear idea of where the necessary materials are coming from, and who will pay for them. If you plan to use school materials, or if you will be removing equipment from the school, be sure first to get permission from your administrator. If businesspersons are going to let you build displays in their stores, do not expect that they are also going to furnish the materials. The process of informing the appropriate administrators and getting approval for your display from the people involved is not a complex or difficult one, but it is important. It simply entails being aware of the accepted procedures and talking to the right people before going ahead with your plans.

This discussion of promotional display processes does not mean that every display is a big, complex undertaking resulting in an elaborate exhibit. Depending on its purpose and audience, an effective display may consist of a single panel with a photograph, a caption, and a few words of text—or it may be a large booth in a fair, with several students demonstrating a job in an elaborate setting. What really counts is the way in which you have analyzed the need and devised just the right kind of effect required to capture the viewers' attention and then tell them what they need to know.

If you wish to learn more about how promotional displays are used to inform the public, change attitudes, and stimulate action, visit displays located in your community. These may be in museums, public buildings, libraries, exhibit halls, universities, and shopping centers. Consult your local newspaper for leads to current displays.

You may wish to arrange through your resource person to meet with a teacher experienced in planning and preparing displays to promote his/her vocational program. During your meeting, you could discuss—

- what opportunities he/she has had to prepare promotional displays
- how he/she selects the theme for a display
- how he/she chooses a location
- effective ways to get the message across

The following items check your comprehension of the material in the information sheet, Preparing Plans for Promotional Displays, pp. 6–8. Part I gives you background information describing how Mr. Mason, a vocational teacher, becomes involved in planning a display to promote his program. Each of the four items in part II relates to Mr. Mason's plans for this display, and requires a short essay-type response. Please explain fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

I. Background Information:

It is a bright Monday morning, and Mr. Mason, vocational education teacher at Gary City Comprehensive High School, is picking up his mail in the school's mail room. One item that catches his eye is a letter from the exhibit chairperson of the state trade association of Mr. Mason's occupational specialty. The letter reminds him that in six weeks there is to be a state convention of the trade association which business people, owners, managers, and workers will attend. It will be a two-day affair, held right in the Gary City Convention Center, with some 600 people expected to attend.

Mr. Mason is invited to participate in the exhibits program of the convention, and the letter suggests that he could mount a display that would promote his vocational program to the conventioneers. The following details are also supplied.

- Vocational school programs will each be assigned a carpeted display space of approximately 10 ft. × 15 ft., free of charge.
- Electric service will be provided, but everything else is to be furnished by the exhibitors themselves.
- Many commercial firms will be exhibiting, and they are expected to display the latest tools and equipment, and some will be demonstrating newly developed technical processes.

After reading the letter, Mr. Mason wonders what he should do about it and decides to think it over during his planning period in the afternoon.

II. Essay:

1. What are some of the most important factors that Mr. Mason should consider before deciding whether to prepare a display for this particular situation? Explain.

2. What additional information would you suggest that Mr. Mason find out about the prospective audience before he begins to make plans? What assumptions might he be able to make about them in terms of his proposed display?

3. If Mr. Mason does decide to go ahead with the display, how may he involve his students so they can benefit from the experience?

4. Since this is a trade, not a school, event, does Mr. Mason need to discuss the plans with Ms. Capstone, his principal? Explain your response.

Compare your completed Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. Mr. Mason needs to consider both the advantages and disadvantages of a display in this situation, then weigh them against each other to help him determine if he should prepare a display. He must decide whether he has the time and money to invest in a display, both of which may be considerable because he is competing with **commercial** displays planned by professionals.

   Mr. Mason will want to think of a simple and forceful theme that will have impact on the casual viewer since his audience will not be specifically interested in his vocational program. Since the display will be up for two days, there will be the problem of providing people to staff it for that length of time. After considering all this information, Mr. Mason will need to decide if this group of trades people will be an audience he can reach with a display and if it will be of value in terms of their interest in, and future support of, vocational education.

2. As he works out details of a proposed display, Mr. Mason should try to get all the information he can about the audience and should make some well-thought-out assumptions about them. This can greatly influence his choice of theme and approach. Some questions that may occur to Mr. Mason follow.
   - How many hours will the display area be open, and at what time of day?
   - What age groups are likely to be represented?
   - Is the convention basically a social function for the trade, or is it a serious business activity?
   - How has this group been involved with education in the past? What might their interest be in the future?

   Following are some possible assumptions about the audience that might be made.
   - They will all be knowledgeable about the technical aspects of the occupation.
   - They will be going through the display area at a leisurely pace—not just rushing through to get somewhere else.
   - Many will be interested in vocational training, having had this experience themselves.
   - As citizens and taxpayers of the state, they probably will be interested in how the schools are using their resources to support vocational education.

3. Of course, the students should not be used as a source of cheap labor or as a convenience to Mr. Mason. They can, however, benefit from many phases of the proposed project. In the planning stage, they can furnish ideas and help develop the theme. In the preparation stage, they can learn as they help gather materials, locate information, or contribute their skills to the construction of the project.

   As the display is installed and functioning, they can gain from the experience of working cooperatively with others. As they participate in the event, the students may develop a greater understanding of, and identification with, the occupation and the people in it. If it is presented properly, the whole undertaking can stimulate student enthusiasm and commitment because it is a real task with a worthwhile purpose.

4. The school administrators should certainly be involved in the basic decision-making phases of the project. Ms. Capstone needs to know at all times what is planned and what is going on within the school, and how this affects the community. While she will probably be pleased that Mr. Mason is willing to take on this extra responsibility, she may also have some questions.

   Mr. Mason should be prepared to tell her something about the association, whether there will be any disruption of students' work, and what student supervision will be provided if appropriate. Ms. Capstone may also want a few details about the convention so that she can drop in on the display and visit with trade leaders. It will be wise for Mr. Mason to get the principal's approval and cooperation before proceeding too far with the display plans.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the information sheet, Preparing Plans for Promotional Displays, pp. 6–8, or check with your resource person if necessary.

Learning Experience II

OVERVIEW

After completing the required reading, develop a plan for a display to promote a vocational program.

You will be reading the information sheet, Planning a Promotional Display, pp. 14–20.

You will be identifying a theme for a display intended to promote a vocational program by completing the Planning Worksheet, pp. 21–22.

You will be developing a complete plan for the display, including basic layout, content materials, color scheme, lettering, and construction.

Your competency in developing a plan for a display will be evaluated by your resource person, using the Display Planning Checklist, p. 23.

Activity

For information about the process of selecting and developing a display theme, guidelines on basic display elements, and suggestions on making a display plan, read the following information sheet:

PLANNING A PROMOTIONAL DISPLAY

There are a number of basic topics that are of continuing concern and interest to vocational education display designers. Around these fundamental ideas can be devised any number of themes for specific displays.

Following are major topics of interest around which themes can be developed.

Student recruitment.—Displays focusing on recruiting students into vocational programs are designed to attract students who will benefit from the training and who may not realize its opportunities. Such displays can focus on job opportunities in the occupation, local needs, qualifications for trainees, the satisfaction of the work, pay scales, kinds of activities that are involved, and details of the program's length or requirements. All such recruitment information must, of course, be realistic and truthful.

Public information about the program.—Displays can inform parents, school personnel, occupational groups, taxpayers, and community leaders about the vocational program's goals, and how the program is operating. Themes might include statistics about numbers of trainees and job placements, types of training offered, the training facilities required, costs per student, future occupational trends, and plans for the future.

Student work and projects.—Display of student projects has long been a favorite; one reason, perhaps, is that the material is so easily available. Project displays are valuable in that they are tangible proof of the skills and knowledge being learned in the program. They also act as powerful motivating and reinforcing devices for students. Displays can be devoted to high-quality finished products, projects showing the techniques used to produce a product, and projects with unique characteristics which would appeal to the target audience.

When student projects are displayed, it is important that they be accompanied by explanatory material. Viewers should be informed about who made the project, what process was used, why it was chosen for display, and, if appropriate, what special quality to look for.

Entertainment.—Under some circumstances (at a local fair, for example) perhaps the best theme for a display would be one that entertains. The entertainment should be related to the subject matter and occupational skills involved in the program. A needle-trades program might produce a fashion show, a design student might be able to draw caricatures of people in the crowd, an electronics program could provide quadraphonic sound. Entertainment can produce pleasant associations with the program and let the public know that the students have real talent.

Service to the community.—It is certainly possible that a display that performs a service to others can, in an indirect but positive manner, promote the vocational program. The teacher and students have expertise and knowledge that can tap local interests and help fulfill local needs. Information on how to remodel a house to save fuel, how to purchase prescriptions less expensively, or how to remove difficult stains from clothes may be

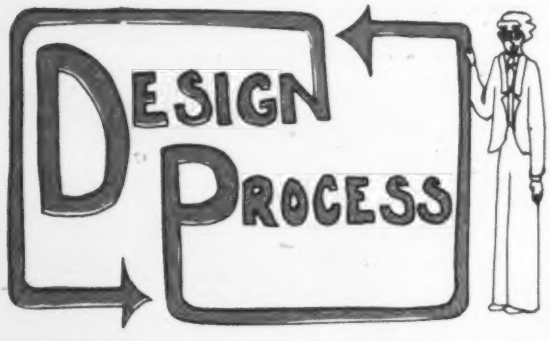
topics that could be appropriate to various vocational programs.

Sometimes displays not only can provide information, but can render a service right on the spot. For example, a service is being provided when an electronics class conducts a test of hearing acuity. Service display themes should develop out of a thoughtful analysis of local needs and interests and of how the vocational program can contribute to its public.

A planning worksheet, such as the one shown in Sample 1, will help you analyze the prospective audience and determine how the vocational program can relate to this audience. The basic theme you have selected can then be refined to more closely fit the audience.

Expressing the Message

Once the basic theme has been identified, the design process can begin. The theme, of course, need not be rigidly defined and adhered to, but can be developed and refined as the design evolves. However, to avoid wasted effort, the theme must remain within the original concepts.



You may find valuable ideas for designing themes by browsing through books or magazines that contain illustrations and photographs of professionally prepared displays in shopping areas, museums, galleries, and other public places.

While you may not be able to duplicate the quality of professional displays, you do have access to many resources that can be used to appeal to local interests (e.g., your vocational students, real objects, models, and photographs). When planning a display, you should make a mental inventory of the resources available within the school or the vocational program, or readily available from trade sources.

Students themselves are perhaps your greatest asset because they can contribute much to the success of the final product. They are a source of ideas; their laboratory work can form the basis of the display; they can act as live demonstrators in the display itself; and they can create materials such as photographs and text for the content of the display.

To put life, drama, and appeal into displays, you should consider how you can incorporate your resources into the display plan. The following questions and examples suggest some ways of accomplishing this. As you read them, think of applications to your own occupational area.

SAMPLE 1

PLANNING WORKSHEET

The Prospective Audience

1. What group of people do I want to reach?

2. What are their interests or concerns?

3. Will their interests be similar or greatly varied?

4. What will be their ages and education levels?

5. How much time will they spend viewing the display?

6. What will likely attract their attention?

7. How much will they already know about the vocational program?

The Vocational Program

1. What are some of the aspects of the program that I would like to promote or inform my audience about?

2. Which of these might most interest the audience described above?

3. What do I want the audience to do after viewing the display?

Final Theme Selection

Can you include live action in the display?—For example, printing students can produce a printed article such as a brochure as part of the display. Electronics students can use test equipment to check T.V. receivers. Cosmetology students can demonstrate a hair styling technique, and commercial cooking students can prepare snacks for the viewers.

Have you objects to display?—Exhibiting completed student projects as part of a display can provide motivation for your students as well as show viewers what students are learning in the vocational program. Displays of tools, material, test gear, instruments, and/or machinery used in the occupation or trade may be of great interest to some audiences. In addition, objects that are attention-getters (e.g., a jet engine, farm equipment), and displays featuring plants and animals are usually a great success and can promote interest in the vocational program.

Have you models to show?—Well-designed and realistic models can be focal points for a wide variety of interesting displays. For example, depending on your occupational specialty, you might wish to show models of residential design, contoured land-use plans, or ideal vocational facilities. Or, you might wish to display oversized models of teeth, insects, or mechanisms.

Would good photographs tell the story?—If you have access to photographs, such as promotional ones from industrial or commercial sources, they can become an important part of a display. Or, if you are adept at using a camera or know of someone else who is, you can design an entire display composed of photographs. For example, you can plan a photo series to illustrate a co-op student's day, activities in the vocational laboratory, or some other theme.

Can you render a service?—For example, spectators' watches can be checked for accuracy by watchmaking students using precision devices. Medical assistant students can arrange for a glaucoma test or blood-pressure check. Horticulture students can identify diseases of house plants brought by viewers, and can provide information on treatment.

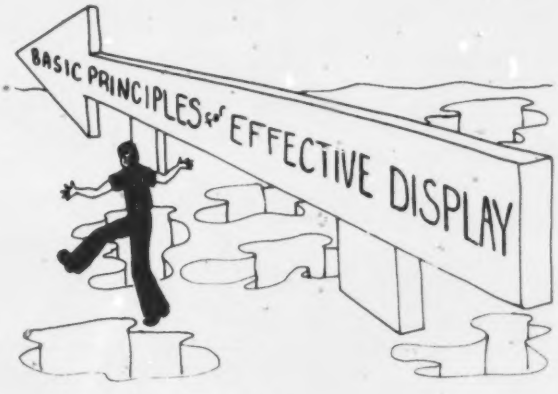
Can viewers participate in the display?—For example, viewers usually enjoy being able to walk through displays such as miniature Japanese gardens, kitchens of the future, etc. Or, they like to participate by pushing buttons to start media presentations, operating a unique mechanism, or trying their skill at some operation related to the occupation (e.g., milking a cow, making a dowel joint).

What special resources and expertise are at your disposal?—If your students have special skills in construction or art, you should make use of their abilities in your display. If you have quality media such as slides, audiotapes, or videotapes, or are adept at incorporating lighting and/or movement into a theme, these features can be an important part of your display.

If the design problem is approached from a positive viewpoint as suggested in the previous examples, you will probably find that there are a great many things you can do to present an eye-catching display. The question then becomes how best to select from the possibilities and organize the elements for the most desirable effect.

Guidelines for Effective Display

The art of display may be a complex study, but you need not despair. You can produce attractive displays that get your message across without a lot of special training, simply by following some basic principles and avoiding the worst of the pitfalls. In the section that follows, a group of guidelines is presented that can help you through the designing and planning stages of a display. The guidelines are not comprehensive, but have been selected as being most valuable for vocational teachers faced with the task of preparing a promotional display.[1]



Keep it simple.—Most nonprofessional displays suffer from having too many elements included: too many facts, too many figures, too many colors, too many different materials, and too much to read. A display is primarily an attention-getter and a way of getting a short message over to the audi-

1. To gain additional skill in planning and constructing effective displays, you may wish to refer to Module C-21, *Prepare Bulletin Boards and Exhibits*.

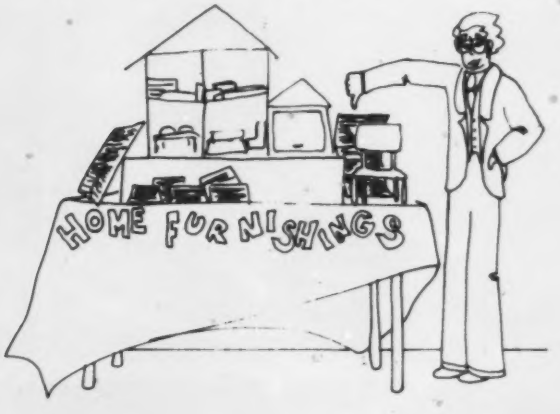
ence quickly—like a 30-second television commercial. Remember that in most display situations you have access to your viewers only as long as it takes them to walk slowly by, or at most for a very few minutes as they stop and look.

In your promotional display, you can convey your theme quickly by building on a simple and clear-cut plan, using bright colors, strong lines, large letters, and the fewest number of elements possible. For example, instead of filling the display with many examples of student work, pictures of the shop, a scattering of tools, and a copy of the course outline, select only a **few** items and make them **forceful.** A large symbol, a bold or unique design, a commanding center of interest can unify the whole display. A few giant, mounted photographs with large, short captions might tell the story quickly and memorably.

Plan for live action.—If the display includes real activity, time the performance to keep it less than ten minutes in length. If it is absolutely necessary to present a long demonstration, be sure that all the parts are interesting to the viewers, or several parts are going at different stages of the job. In any case, back up the activity with displays of finished products or have samples in various stages of completion.

Your audience should be informed that the demonstration illustrates only one aspect of your program, or they may go away believing that the agriculture program consists solely of grooming cattle and the commercial cooking curriculum is primarily concerned with baking bread. When using live action, it is only prudent to provide back-up equipment in case of breakdown and to try to anticipate other emergency situations so that the display does not turn into an embarrassing disaster.

Exhibit objects carefully.—Clutter is the most common mistake in displays which feature objects. Whether the objects are things of high craftsmanship and beauty or just common items, the general rule is—the fewer the better. You can achieve more dramatic effects and create more lasting impressions by placing a few well-related objects in pleasing patterns than by a miscellaneous display. For example, a few carefully selected and beautiful specimens of flowering shrubs set at eye level against a background of simple foliage has a much greater impact than rows of potted plants on the floor.



Dramatic effects can be achieved by displaying the items at different heights, selecting one object as the focal point, placing them on luxuriant backgrounds, or using strong and dramatic spotlighting. Caption cards near the objects will help to tell the story. Machine shop products, for example, are difficult to exhibit because they are usually small and, to the uninitiated, look much alike. An effective display can be created by placing a few beautifully crafted pieces on stands or boxes of varied sizes which have been completely draped with cloth of a rich, dark color that contrasts with the luster of the metal. A small spotlight trained on each one can be placed to create highlights. At the base of each stand, a card can describe in a few words the special quality of workmanship shown, or the process used to achieve the result.

Use photographs to make the point.—In a display photograph, size is all-important. Probably no exhibit photo should be smaller than 11" × 14", and the bigger the better. The prints should be satin finish or flat to avoid the annoying reflections and obvious wrinkles that show up on glossy prints. Mounting the prints on large white matboard makes them look larger and provides more impact. Mounting is easy with rubber cement, but the photos will turn yellow after a time. Photos to be reused over the years should be mounted with drymount tissue.

Vocational teachers can usually get skilled assistance from student photo enthusiasts in producing attention-getting exhibit photos. Large, well-made drawings can, of course, be used for many of the same purposes as photographs, but there are few who can create drawings that are of a quality suitable for display.

Use quality lettering.—It bears repeating that nothing can ruin the effects planned for a promotional display more completely than shaky, poorly proportioned, amateurish lettering. If you can't locate a qualified artist to do the job, you can buy (or borrow) commercially made letters of plastic, plaster, wood, cardboard, or metal in many sizes, including very large ones. Lettering guides, stencils, or patterns can help you achieve perfect results with a bit of practice. For small captions, dry-

transfer letters are available in sheets. Large headings can be written out with rope or colorful cord, formed from paper strips or tape, or put together from strips of wood.

Developing a Sketch Plan

Some sort of plan for the display should be put down on paper and reworked and refined to become the basis for preparation of the project. The best vehicle for this purpose is what is known as a "sketch plan." Such a plan includes a drawing to scale of the display to show its basic appearance and arrangement, with added notes and specifications written in to describe the details of materials and content.

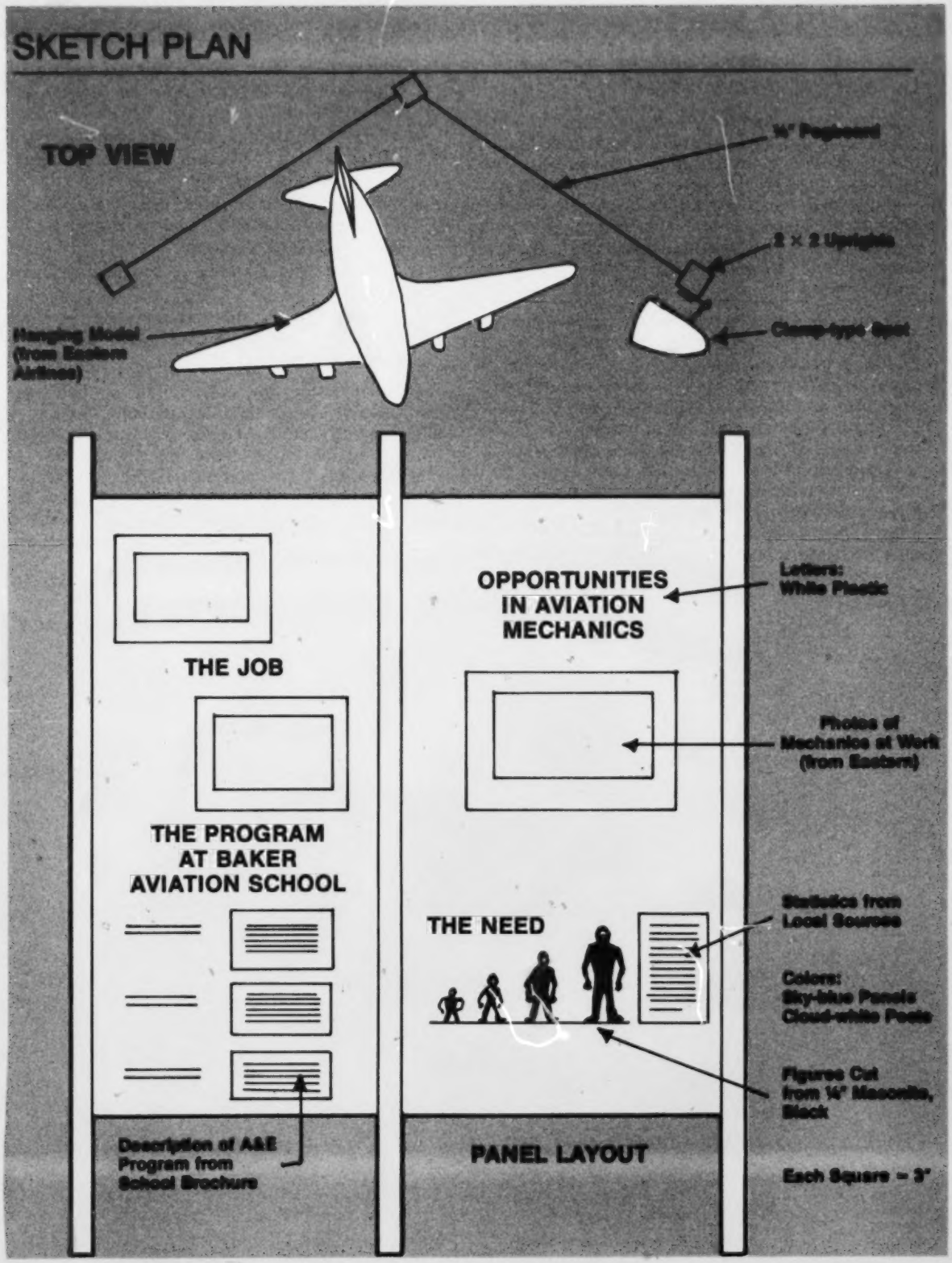
Vocational teachers who feel artistically limited need not be concerned. The sketch plan is not intended to be a work of art, but a medium of communication. Anyone who can measure, read and write, and use a straightedge can produce a satisfactory sketch plan. Most teachers will find that it helps a great deal to use graph paper ruled in ¼" squares. On the sketch plan, each square can be made to represent a unit of measurement (3" per square, for example). A sample of a typical sketch plan is shown in Sample 2. Some plans, of course, may be simpler, while others will be far more elaborate and require more detailed information.

The following kinds of information are needed on the plan.

- overall structural arrangement and design of the display
- any construction details needed to put the display together, including the materials of construction
- the basic and important measurements, either indicated by the number of scale squares or by written dimensions
- layout of the content and design elements of the display, including photos, drawings, objects, text, and captions
- main lettering to appear on the display, and its style
- color scheme of the main elements, and the type of color, such as paint, colored paper, or other

Remember that the sketch plan has two basic purposes. It requires the teacher/designer to sharpen and solidify his/her own thinking, and it communicates in a visual form what may be abstract ideas. If the plan is well done, not only will the teacher know what the display will look like and what needs to be accomplished, but other persons will be able to understand the plan and assist far more effectively.

SAMPLE 2


SKETCH PLAN
TOP VIEW
¼" Pegboard
2 × 2 Uprights
Clamp-type Spot
Hanging Model (from Eastern Airlines)
THE JOB
OPPORTUNITIES IN AVIATION MECHANICS
Letters: White Plastic
Photos of Mechanics at Work (from Eastern)
THE PROGRAM AT BAKER AVIATION SCHOOL
THE NEED
Statistics from Local Sources
Colors: Sky-blue Panels Cloud-white Posts
Figures Cut from ¼" Masonite, Black
Description of A&E Program from School Brochure
PANEL LAYOUT
Each Square = 3"

Identify a theme for a display intended to promote a vocational program with which you are familiar, or a specific aspect of that program. The theme should be directed to an audience of your choosing. It should be one that is important, and one about which you would like to have this audience informed. To help you identify the theme, complete the Planning Worksheet below. Answer each question with a short, but complete, response.

PLANNING WORKSHEET

The Prospective Audience

1. What group of people do I want to reach?

2. What are their interests or concerns?

3. Will their interests be similar or greatly varied?

4. What will be their ages and education levels?

5. How much time will they spend viewing the display?

6. What will likely attract their attention?

7. How much will they already know about the vocational program?

The Vocational Program

1. What are some of the aspects of the program that I would like to promote or inform my audience about?

2. Which of these might most interest the audience described above?

3. What do I want the audience to do after viewing the display?

Final Theme Selection

Develop a complete plan for a display built around the theme you selected. Include a sketch plan of the overall design and construction of the display. Include the following types of information as appropriate, either on the sketch plan or on separate notes.

- basic layout of the display
- basic informational content of the display
- important captions, with lettering types
- color scheme
- important dimensions and sizes
- materials of construction
- lighting
- other information as required to understand the plan

After you have developed your plan, use the Display Planning Checklist, p. 23, to evaluate your work.

DISPLAY PLANNING CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
1. The written portion of the display plans identified:				
a. the projected audience	☐	☐	☐	☐
b. the broad objectives or goals	☐	☐	☐	☐
c. the specific purpose of the display	☐	☐	☐	☐
2. The theme of the display as shown in the plan:				
a. was clearly defined	☐	☐	☐	☐
b. was appropriate to the situation	☐	☐	☐	☐
3. The plan included a sketch of the display that:				
a. was legible and in scale	☐	☐	☐	☐
b. showed the overall design plan	☐	☐	☐	☐
c. indicated materials and construction	☐	☐	☐	☐
d. described the color scheme	☐	☐	☐	☐
e. indicated important measurements	☐	☐	☐	☐
4. The plan indicated the most important details of:				
a. facts and figures to be included	☐	☐	☐	☐
b. photographs or illustrations to be used	☐	☐	☐	☐
c. captions to be used	☐	☐	☐	☐
d. objects to be displayed	☐	☐	☐	☐
5. Materials and supplies required for the display were:				
a. listed on the plan	☐	☐	☐	☐
b. identified as to sources	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL response, review the material in the information sheets, Preparing Plans for Promotional Displays, pp. 6–8, and Planning Promotional Displays, pp. 14–20, revise your plan accordingly, or check with your resource person if necessary.

NOTES

Learning Experience III

OVERVIEW

After completing the required reading, construct and install a promotional display.

You will be reading the information sheet, Constructing, Installing, and Maintaining Displays, pp. 26–29.

NOTE: The next item involves your preparation of a display. If you prefer, you may work with peers in preparing the display.

You will be constructing and installing a display designed to promote your vocational program.

Your competency in constructing and installing a promotional display will be evaluated by your resource person, using the Display Checklist, pp. 31–32.

For information about the practical problems of constructing displays and providing for their maintenance, read the following information sheet:

CONSTRUCTING, INSTALLING, AND MAINTAINING DISPLAYS

It would certainly be convenient if the vocational teacher could simply develop the plans for the display and then let others carry them out. Actually, it seldom works out that way. Teachers must not only make the plan, but must gather materials, produce text, supervise construction and installation, arrange for staffing and transportation, and organize the dismantling of the display. This process is not really as formidable as it appears—if each step is taken separately and planned carefully. Fortunately, help is also available.

Students can be involved in all phases of the venture, and other teachers with special expertise may be able to offer suggestions and assistance. Of course, you don't want to wear out your welcome, or thrust your responsibilities on others, but you may get assistance from the art teacher on design and color problems, from the industrial arts or carpentry teacher on construction matters, and from the electricity teacher on lighting. School administrators can help with problems of transportation, student schedules, insurance, and the like.

Basic Construction Materials for Displays

Lumber and Panel Materials

The local lumber yard or do-it-yourself store is full of materials that will give you many ideas for constructing displays. An hour or so spent browsing around will help you identify appropriate materials for your displays. If you present your ideas clearly and have a sketch plan to show, store personnel can often help you select the materials and construction methods best suited to your plan.

Try to make your construction plans so that you can use standard pre-cut sizes of lumber without too much waste. Construction lumber comes in standard lengths of 8, 10, 12, and 16 feet, and in nominal sections of 1″ × 4″, 1″ × 6″, 2″ × 4″, 2″ × 6″, and so on. Panel or sheet materials come in rectangular sizes 2′ × 4′ and 4′ × 8′. For easy cutting and nailing, try to get clear lumber (free of knots) of a softwood variety like white pine, spruce, or fir.

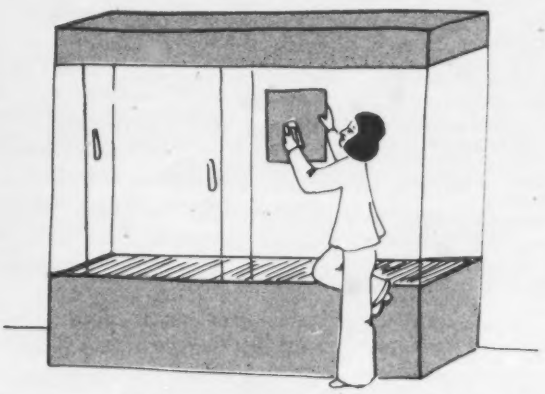
Plywood is excellent when large panels and sheets are required. It is light in weight, relatively easy to cut, and is available in thicknesses of ⅛″, ¼″, ⅜″, ½″, ⅝″, and ¾″. A variety of surface qualities are available, ranging from the cheapest Douglas Fir to fine and expensive hardwoods. For outdoor displays, specify the waterproof exterior grade. Plywood should be cut with a sharp saw, and the edges sanded smooth to prevent splintering.

Hardboard can be used as an alternative to plywood for many applications. It has a very smooth surface that takes paint very well, and it can be bent to form curved panels if necessary. Pegboard is hardboard that is perforated with ⅛″ holes 1 inch apart. Many types of special hangers and display devices are available for fastening into the pegboard holes, so it makes an excellent display panel.

Celotex is a soft, fabricated panel material that does not have much strength, but it does have other advantages. Besides being cheap, it is light in weight, very easy to cut, takes paint nicely (though with a rough texture), and makes a fine tackboard.

Background Materials

Display panels, booths, and table surfaces are often unattractive in their natural state, and they may also be soiled or marred. Background materials should be used to cover all of that and, at the same time, add some color and texture. Among the many background materials available to you are cloths, colored burlap, grasscloth, and corkboard. Even carpeting, old maps, or blueprints can be used.



There is an almost infinite variety of paper and paper-backed products for backgrounds. Some common types are heavy cardboard, corrugated cardboard in widths up to 72 inches, seamless display paper, and wallpaper. There are many varieties of contact paper and sheet plastic materials with surfaces that give the appearance of cloth, flocking, wood, marble, brick, stone, and others. If possible, avoid the common mistake of using brown kraft paper; it has an unappealing color and sags badly no matter how carefully it is put up. Incidentally, about the best method of fastening background materials to panels is with a staple gun.

Finishes and Paints

Fortunately, teachers now have available to them paints and other finishes that come in every conceivable color, go on easily, clean up with soap and water, and are permanent enough for any display purpose. Flat or semi-gloss latex-based paints can be quickly applied with roller or brush and give good results. Glossy paints should seldom be used because they can reflect light unpleasantly and show up surface defects badly.

For most purposes, wood stains give a drab and dark appearance to lumber, but a pigmented sealer comes in several attractive natural tones and allows the grain of the wood to show through. Enamel in spray cans produces an excellent finish on small jobs and is easy to use, but relatively costly. Clear acrylic in spray form may be used to protect papers, drawings, and small objects.

Adhesives

There are many types of adhesives for the display builder. Liquid white glue is an excellent choice for most gluing jobs because it dries quickly, requires little clamping, cleans up easily, and is transparent. It works well with paper, wood, leather, and plastic laminates. Contact cement is best where large surfaces must be joined, like applying Formica or plywood panels. For gluing small objects, liquid household cement is useful, while for really difficult situations (like fastening metal to glass), epoxy cement is the solution.

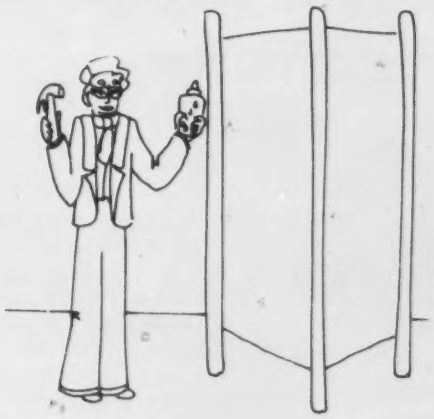
Construction Techniques

Many displays will require nothing other than existing facilities such as bulletin boards, tables, display cases, and stands. These may not need anything more than cleaning or covering with background material. Other display plans may call for the construction of a display panel, an exhibit stand, or even a complete display booth. In these circumstances, use as many available components as possible, and build only what is necessary.

Display construction should be simple, but sturdy. Unless it is meant to be used over a period of years, the display is a very temporary structure and does not usually warrant time-consuming construction and fine cabinetwork. It does not matter if fasteners show, or if edges are not finished with molding. It is important, though, that the construction and materials are strong enough to stand the expected wear and tear, and that the display appears sturdy and substantial to the viewer. A panel that looks as if it is ready to fall down (even if it isn't) may give the viewer an unpleasant feeling and leave him or her with unfavorable associations with the program.

Fastening a display frame is commonly done by nailing. This is satisfactory enough for most situations, but be sure to apply some white glue before nailing to give the joint rigidity. Learn to use a carpenter's square so the pieces of the display are fastened together at 90° angles.

Assembling displays with bolts is often a better solution, and this also allows the pieces to be reassembled later for additional use. Bolts require that



the members to be joined have holes drilled in them, but this is an easy task with an electric drill. Generally, the use of wood screws is undesirable because it takes too much time and skill to do properly. Thin materials such as cardboard or even thin plywood can be fastened very quickly and easily with a staple gun—a basic tool for the exhibitor.

Very seldom should bare wood or raw materials be allowed to be visible. Such a display appears crude and dingy. If the parts are not to be covered with background material of some kind, paint them. It is quite amazing what a little paint will do to brighten up a display and make it eye-catching. Light colors of a flat waterbased paint go on quickly and clean up easily. This kind of paint doesn't require skilled craftsmanship to apply.

Management Methods

When the display is ready to be installed, a number of details need to be attended to. Whether it is in a school, a public building, or an outdoor fair, the applicable local laws and regulations must be followed. These include such things as use and storage of flammable materials, standards for electrical wiring, elimination of safety hazards such as wiring strung across a floor, provision for passageways and exits, allowance for free flow of pedestrians, and many other matters. Since there are great variations in local conditions and regulations, it is recommended that you get advice from the school custodian, the display manager, the fire marshal, or other experts.

If the display site is distant from the school, there are additional problems of transportation and in-

stallation. Preliminary transportation plans should be made along with the design plans so you don't construct a larger display than you can transport. The display panels and framework can be made in sections to be assembled at the site with little trouble. A display that is intended to be used several times in different locations can perhaps be designed to fold or disassemble easily.

Completing the final assembly and preparation at the site calls for some logistical planning. Not only must the main display components be transported, but also all content materials, assembly tools, materials, and supplies. It is essential to prepare a checklist of needed items ahead of time to be sure that they are taken along, and to provide a check for getting them back to the school.

The exhibitor should provide everything that may be needed, even such commonplace items as pencils, string, or tacks. Some extra supplies and paint for last-minute touching up will prevent unnecessary crises. It is also good to have an extra margin of time, because it often takes longer to finish the display than was anticipated.

Whether the display is set up in a school or public site, you will be working with trades people of different kinds. It is important to quickly establish a cooperative relationship with the building custodian and the house electrician. They can be of great help, but you should realize that they have their own work rules and other duties. They may not be as excited and enthusiastic about the display as you and your students are.

Providing security for the display and its contents will vary greatly with the circumstances. During viewing hours, an open display should have someone on duty at all times. Teams of perhaps two students can be scheduled to act as hosts on one- or two-hour shifts, answering questions and policing the display site. Sometimes other teachers or even parents may serve in this capacity. After hours, the area may be locked or the management may provide a security guard. It is a sensible precaution to remove valuable items from the display overnight.

The question of providing insurance is a difficult one. A commercial exhibit hall probably carries insurance coverage or can arrange for it with the exhibitor. Schools typically do not have insurance coverage for such equipment, supplies, or valuables. You probably will find it difficult to get display insurance through local business channels.

It has already been noted that it is important to prepare a schedule for the display staff. If a student demonstration is part of the display, the persons involved will, of course, need to be trained and briefed as to their duties. A complete hour-by-hour schedule of student assignments should be written out and a copy furnished each participant. It is unwise to rely on casual verbal agreements as to who will be there, and at what time.

The general enthusiasm for the event soon dissipates when the display time is over, yet there is still more to be done. The display facility must be dismantled, the materials transported back to the school and dispersed. Display materials that will be used again should be labeled clearly and stored. If these activities are organized as part of the overall plan, they will not be neglected or prove overly burdensome.

NOTE: The following activity involves your preparation of a promotional display. To give you experience in involving students in the preparation of a promotional display, you may prefer to work with 1–3 peers in selecting the theme, gathering the content material, and constructing the display.

Construct and install a display designed to promote a vocational program with which you are familiar, or a specific aspect of that program.

You must, of course, have prepared a detailed plan before you construct the display. If you have completed Learning Experience II, you may use the plan you developed at that time, or any other suitable plan you have developed.

Construction and installation include completing the entire preparation process, arranging for space, gathering needed materials, assembling and constructing the display, and removing it on schedule.

You and your resource person will need to determine **where** your display will be installed (e.g., in the classroom, your home, or your resource center). If available facilities and resources make construction and installation of a full-sized display difficult or impossible, your resource person may direct you to construct a **scale model** of your display.

After you have constructed and installed your display, arrange to have your resource person review and evaluate your plans and your completed display. Give him/her the Display Checklist, pp. 31–32, to use in evaluating your work.

DISPLAY CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

LEVEL OF PERFORMANCE

	N/A	No	Partial	Full
In planning and preparing the display, the teacher:				
1. selected a theme intended to achieve a specific purpose and reach a specific audience	☐	☐	☐	☐
2. utilized the basic principles of design in developing the display plans	☐	☐	☐	☐
3. produced a comprehensive and complete sketch plan of the proposed display	☐	☐	☐	☐
4. followed the essential elements of the plan to a final completion	☐	☐	☐	☐
When completed, the display:				
5. communicated its theme directly and clearly to the viewer	☐	☐	☐	☐
6. incorporated a theme and informational content that directly contributed to its objective	☐	☐	☐	☐
7. would attract and hold the attention of the intended audience	☐	☐	☐	☐
8. had a message pitched at a level appropriate to the intended audience	☐	☐	☐	☐
9. provided for audience involvement and/or participation	☐	☐	☐	☐
10. showed the following overall characteristics:				
a. simple and unified in concept	☐	☐	☐	☐
b. uncluttered, and not overloaded with facts, figures, or copy	☐	☐	☐	☐
c. gave evidence of creative thought	☐	☐	☐	☐
11. used only a few, harmonious materials	☐	☐	☐	☐

	N/A	No	Partial	Full
12. exemplified the principles of balanced design	☐	☐	☐	☐
13. incorporated lighting that was planned to enhance the desired effect	☐	☐	☐	☐
14. used display lettering that was:				
a. legible from a typical viewing distance	☐	☐	☐	☐
b. of expert quality	☐	☐	☐	☐
c. related in style to the other elements of the display	☐	☐	☐	☐
15. employed color to:				
a. gain and hold attention	☐	☐	☐	☐
b. create an appropriate mood	☐	☐	☐	☐
c. provide needed contrast	☐	☐	☐	☐
16. was constructed sturdily enough to serve its intended purpose	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, or FULL responses. If any item receives a NO, or PARTIAL response, review the material in the information sheet, Constructing, Installing, and Maintaining Displays, pp. 26–29, and the readings in the previous learning experiences, pp. 6–8 and 14–20, revise your display accordingly, or check with your resource person if necessary.

Learning Experience IV

FINAL EXPERIENCE

While working in an actual school situation,* prepare displays to promote your vocational program.

As you fulfill your teaching duties, seek and take advantage of opportunities to prepare displays in the school and community to promote your vocational program. This will include—

- identifying at least one opportunity to prepare a display
- selecting an appropriate theme for the display
- developing a plan for the display
- obtaining the necessary approvals for installing the display
- constructing, installing, maintaining, and removing the display
- involving students in appropriate phases of the display's planning, construction, maintenance, or removal, if appropriate

NOTE: As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange in advance to have your resource person review your display plans and other documentation, and view your completed display.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 35–36.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in preparing displays to promote the vocational program.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Prepare Displays to Promote Your Vocational Program (G–4)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In planning and preparing the display, the teacher:						
1. made arrangements with the school administration (and a community representative, if required) for the installation of the display	☐	☐	☐	☐	☐	☐
2. took the following factors into consideration:						
a. the projected audience for the display	☐	☐	☐	☐	☐	☐
b. objectives of the display	☐	☐	☐	☐	☐	☐
c. the situation or environment in which the display would be viewed	☐	☐	☐	☐	☐	☐
3. selected a theme intended to achieve the objective and reach the prospective audience	☐	☐	☐	☐	☐	☐
4. utilized the basic principles of design in developing the display plans	☐	☐	☐	☐	☐	☐
5. obtained needed supplies and materials for the construction of the display from appropriate school and outside sources	☐	☐	☐	☐	☐	☐
6. involved students in the process of:						
a. selecting and/or developing the theme	☐	☐	☐	☐	☐	☐
b. gathering and/or producing content material for the display	☐	☐	☐	☐	☐	☐
c. constructing and/or installing the display	☐	☐	☐	☐	☐	☐
7. produced a comprehensive and complete sketch plan of the proposed display	☐	☐	☐	☐	☐	☐
8. followed the essential elements of the plan to a final completion	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
When completed, the display:						
9. communicated its theme directly and clearly to the viewer	☐	☐	☐	☐	☐	☐
10. incorporated a theme and informational content that directly contributed to its objective	☐	☐	☐	☐	☐	☐
11. attracted and held the attention of the intended audience	☐	☐	☐	☐	☐	☐
12. had a message pitched at a level appropriate to the intended audience	☐	☐	☐	☐	☐	☐
13. provided for audience involvement and/or participation	☐	☐	☐	☐	☐	☐
14. showed the following overall characteristics: a. simple and unified in concept	☐	☐	☐	☐	☐	☐
b. uncluttered, and not overloaded with facts, figures, or copy	☐	☐	☐	☐	☐	☐
c. gave evidence of creative thought	☐	☐	☐	☐	☐	☐
15. used only a few, harmonious materials	☐	☐	☐	☐	☐	☐
16. exemplified the principles of balanced design	☐	☐	☐	☐	☐	☐
17. incorporated lighting that was planned to enhance the desired effect	☐	☐	☐	☐	☐	☐
18. used display lettering that was: a. legible from a typical viewing distance	☐	☐	☐	☐	☐	☐
b. of expert quality	☐	☐	☐	☐	☐	☐
c. related in style to the other elements of the display	☐	☐	☐	☐	☐	☐
19. employed color to: a. gain and hold attention	☐	☐	☐	☐	☐	☐
b. create an appropriate mood	☐	☐	☐	☐	☐	☐
c. provide needed contrast	☐	☐	☐	☐	☐	☐
20. was constructed sturdily enough to serve its intended purpose	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience **and** have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do **not** have access to an actual school situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
H-2 Establish a Student Vocational Organization
H-3 Prepare Student Vocational Organization Members for Leadership Roles
H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Student Vocational Organization
H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

I-1 Keep Up-to-Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—

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